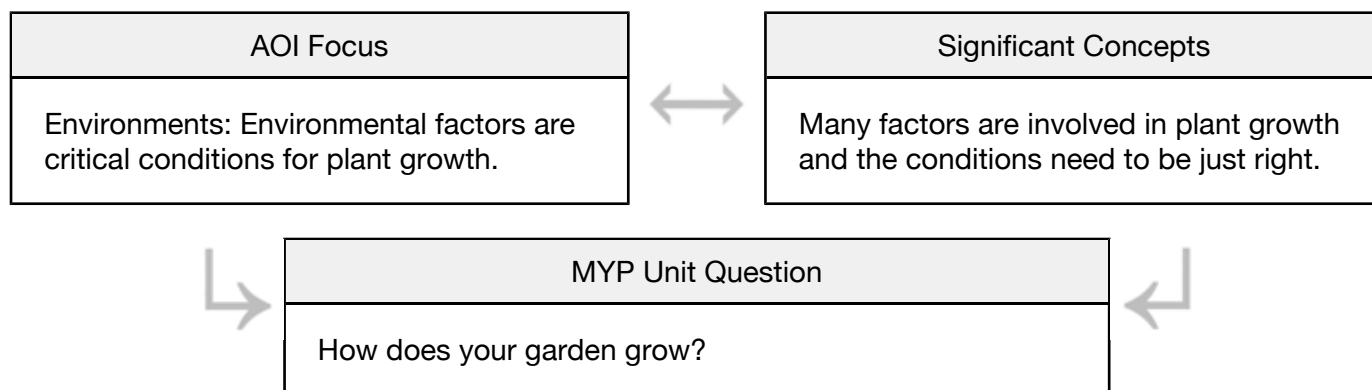


MYP Unit Planner

Unit Title	Feed Me
Teacher(s)	Sarah Trueblood-Luke
Subject and Grade Level	Sciences Grade 6 — Year 1
Time frame and Duration	2 Weeks

Stage 1: Integrate significant concept, area of interaction and unit question, and ensure it can be assessed



Assessment

<p>What task(s) will allow students the opportunity to respond to the unit question?</p> <p>What will constitute acceptable evidence or understanding? How will students show what they have understood?</p>
<div style="display: flex; align-items: flex-start;"> <div style="background-color: #90EE90; padding: 2px 5px; margin-right: 5px; font-weight: bold;">Field study</div> <div style="display: flex; align-items: center;"> <div style="background-color: #ADD8E6; border-radius: 50%; width: 15px; height: 15px; margin-right: 5px; display: flex; align-items: center; justify-content: center; font-weight: bold;">S</div> <div> <p>Analysis of the Potential for Success of On-site Gardens (B, C)</p> <p>Through classroom inquiry the students will determine the factors for plant growth. As they go into each garden, they will need to determine that the conditions for plant growth are there. Studen...</p> </div> </div> </div>
<p>Which specific MYP objectives will be addressed during this unit?</p> <p>B: Communication in science</p> <ul style="list-style-type: none"> • use scientific language correctly, consistent with the level of complexity of the units of work covered. • with guidance, use appropriate communication modes, such as verbal (oral, written), visual (graphic, symbolic) and communication formats (laboratory reports, essays, presentations), consistent with the level of complexity of the units of work covered. • with guidance, acknowledge the work of others and the sources of information used by documenting them using a recognized referencing system. <p>C: Knowledge and understanding of science</p> <ul style="list-style-type: none"> • with guidance, recall scientific knowledge and use scientific understanding to construct scientific explanations, consistent with the level of complexity of the units of work covered. • analyse scientific information by identifying components, relationships and patterns and, with guidance, make comments on the validity and quality of the information.
<p>Which MYP assessment criteria will be used?</p> <p>B: Communication in science</p> <p>C: Knowledge and understanding of science</p>

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from my course overview) are going to be used to enable the student to respond to the guiding question?
What (if any) state, provincial, district, or local standard/skills are to be addressed?
Knowledge & Skills: <ul style="list-style-type: none">Collect data Analyze Compare/Contrast Question Synthesize Standards <ul style="list-style-type: none">6th Grade Science, California (State): Ecology (Life Sciences) 5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept: a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs. b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment. c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem. d. Students know different kinds of organisms may play similar ecological roles in similar biomes. e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Approaches to Learning

How will this unit contribute to the overall development of subject-specific and general ATL skills?
<ul style="list-style-type: none">Organization: Self-managementCollaboration: Working in groupsCommunication: Informing othersInformation literacy: Selecting and organizing informationReflection: Self-evaluationThinking: Inquiring <p>Terrarium Lab Environmental Factors Lab Soil Temperature Lab Checklist Development Conversations that move students from science towards food supply Field Study Rounds</p>

Learning Experiences

Teaching strategies

How will students know what is expected of them? Will they see examples, rubrics, templates, etc.?	How will we use formative assessments to give students feedback during the unit?
Lab templates will guide students through classroom inquiry.	Talk to students Exit Slips
How will students acquire the knowledge and practice the skills required? How will they practice applying these?	What different teaching methodologies will be employed?
Students will participate in guided inquiry labs in the classroom and in the garden. The debrief of the guided inquiries will include conversations that connect the scientific discoveries to the food supply through related articles and/or videos.	Guided Inquiry Modeling Feedback

Do the students have enough prior knowledge?	How are we differentiating teaching and learning for all? Have we considered those learning in the language other than their mother tongue? Have we considered those with special educational needs?
Scientific Process - Observation of Process From Previous Units Scientific Knowledge - Pre-test Application of Knowledge to Global Understanding - Monitored through conversation throughout the unit	Graphic organizers Embedding and defining vocabulary throughout Sentence frames

Resources

<p>What resources are available to us?</p> <p>How will our classroom environment, local environment and/or the community be used to facilitate students' experience during the unit?</p>
<p>Website: http://www.ediblecommunities.com/content/</p> <p>Website: http://www.ecolifefoundation.org/</p> <p>Website: http://onlinedigeditions.com/display_article.php?id=895987</p> <p>Website: http://www.ediblecommunities.com/sandiego/</p> <p>Website: http://sdfarmbureau.org/BuyLocal/Farmers-Markets.php</p>

Ongoing reflections and evaluations

<p>In keeping an ongoing record, consider the following questions. There are further stimulus questions in the unit planning section of MYP: from principles into practice.</p>
<p>Students And Teachers</p> <p><i>What did we find compelling?</i></p> <p><i>What learner-initiated inquiries arose during the learning?</i></p> <p><i>From the evidence, what understandings may have been constructed?</i></p> <p><i>How did we deepen our understanding of the AOI?</i></p> <p><i>What opportunities exist for reflection – both on the unit and on our own learning?</i></p> <p><i>What, if any, extension activities arose?</i></p> <p>Collaboration</p> <p><i>How successful was the collaboration with other teachers within my subject group and/or from other subject groups?</i></p> <p><i>What interdisciplinary, if any, understandings were forged with other units?</i></p> <p>Assessment</p> <p><i>In what ways did the assessment task allow students to achieve at the highest descriptors?</i></p> <p><i>How are the skills that were taught articulating to the next level?</i></p> <p>Data Collection</p> <p><i>What data am I collecting?</i></p> <p><i>For what purpose will the data be used?</i></p>